Framing perceived values of education: When perspectives of learning and ICTs are related

# Details

## Year

2013

## Scope

National

## Countries

Denmark

## Type

Empirical research – Qualitative

## Methodologies

Focus group

## Researched Groups

## Children Ages

* Kids (6-10 Years old)
* Pre-adolescents (11-13 Years old)
* Adolescents (14-18 Years old)

## Has Formal Ethical Clearance

## Consents

* Consent obtained from parents
* Consent obtained from teachers / caretakers
* Consent obtained from children
* Consent obtained from school officials / principal

## Informed Consent

Consent obtained

## Ethics

Ethical considerations and/or protocol mentioned in the research design

## URL

https://www.diva-portal.org/smash/get/diva2:927567/FULLTEXT01.pdf

## Data Set Availability

Not mentioned

# Goals

"1. How can perceived values of learning in formal and non-formal education be understood?
2. How can perceived values of learning be understood in relation to ICTs?
3. What are possible influences on perceived values of learning?
4. How can the coherent whole of my thesis work be understood considering the aspects that are included in RQs 1-3?"
(Author, 9)